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*Organizing a community.*—There is a unique organization which has its headquarters in New York and is known as the National Social Unit Organization. It recently published a series of pamphlets<sup>1</sup> which can be secured by addressing the organization at the Metropolitan Tower, New York City. This series of pamphlets sets forth in some detail the way in which a community can be organized for purposes of improving the life of its people. The example of a section of Cincinnati is perhaps the most concrete illustration of the way in which a community can be organized. The doctors of this community constituted themselves into a committee to provide for the health of all of the people. They were able in this organized way to reach much more systematically all of the cases that needed help than was possible under the older method of individual competition between members of the profession. Not only so, but this committee on health was able to bring about certain public reforms in the sanitary conditions of the community which supplemented the work of the public health department and improved very materially the health of the families which were part of the social unit.

What was done in the field of medicine was done in other fields also. The lawyers organized themselves so that they could give advice to all of the people in the community who needed help. Any ordinary community includes a great many people who do not know how to protect their rights and who become the prey to all sorts of social difficulties because of their ignorance. If the community wishes to have everybody treated well and at the same time to secure justice in such matters as payment of obligations and completion of contracts, it can secure this result through a joint effort of all of the people who are engaged in carrying on the legal operations of the community.

Recreation is a third matter which needs to be systematized. There are commercial agencies that prey upon the desire of a community for recreation. If the community can get its desires for proper recreation realized in an organized way, the evils can readily be removed.

These examples serve to show the purpose of the National Social Unit Organization. Cities have grown so large that they are no longer social units, and the political subdivisions which mark off large communities at the present time are not social units. There will have to be a new type of organization for welfare purposes and for the purposes of care of the community's interests. These will have to be worked out at first voluntarily and will later undoubtedly come to be parts of the machinery for the control of larger groups of people. The publications of the National Social Unit Organization show how this work is progressing as well as furnish examples of the success of the experiments that have been tried up to this time.

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*The community center.*—An author who has had experience in organizing community centers in the rural districts of West Virginia has put his experience and suggestions into a form<sup>2</sup> which will serve the purposes of both communities

<sup>1</sup> Addresses delivered at the National Social Unit Conference, October 23–25, 1919. New York: National Social Unit Organization.

<sup>2</sup> L. J. HANIFAN, *The Community Center. Teacher Training Series*, edited by W. W. Charters. Boston: Silver, Burdett & Co., 1920. Pp. ix+214.

and students of the problem. The book contains outlines of programs and suggestions of the way in which a center of this sort can carry on its work. The introductory chapters give an explanation of the meaning of the community-center movement and some account of the spread of this movement through the country.

The form of treatment is very concrete and practical. The book is a useful supplement to the articles which have been written on this subject and the reports which have appeared in various quarters showing how the experiment is carried out in different localities. Bibliographies are attached to each of the chapters so that the literature on the subject will be easily accessible to the reader.

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*Education of foreigners.*—A very practical study of a problem in Americanization is contained in a bulletin<sup>1</sup> published by the Bureau of Education. Passaic, New Jersey, is a city predominantly made up of foreigners. The facts are that 27 per cent of the male population are native born, 20 per cent are naturalized American citizens, and 53 per cent are foreign born and of voting age but not naturalized. These figures give some idea of the problem that confronts the city.

It is perfectly evident from these figures that whatever is to be accomplished must be done through some form of adult education. Furthermore, this adult education must be given at hours which will be available in connection with the work of the factories in which these men are employed, and it must be organized in a form that will attract their interest and be wholly different in character from the kind of work that is given in the schools to children.

The report calls attention to the fact that it is quite impossible to meet this situation by putting teachers who have worked all day in public schools into night schools where they give the last of their energies to this very difficult and serious undertaking. The report therefore recommends that there be organized a separate department of adult education with a staff and advisory council of its own and that this department develop courses for afternoon and evening especially adapted to the training of this great community of foreigners. Especial emphasis is laid on the desirability of preparing teachers of the different nationalities to deal with the people of those nationalities.

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*Survey of Memphis, Tennessee.*—The various parts of the survey of Memphis, Tennessee,<sup>2</sup> prepared by the Bureau of Education are appearing. Part IV deals with science; Part V, with music; Part VI, with industrial arts, home economics, and gardening; and Part VII, with health work. The survey was referred to in the March issue of the *Elementary School Journal* which dealt with the summary of the whole survey.

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*Vocational education.*—The vice-chairman of the Federal Board for Vocational Education has published under the title *The Human Factor in Education*<sup>3</sup> a

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<sup>1</sup> "The Problem of Adult Education in Passaic, New Jersey," *Bureau of Education Bulletin No. 4*, 1920. Washington: Department of the Interior. Pp. 26.

<sup>2</sup> "The Public School System of Memphis, Tennessee," *Bureau of Education Bulletin No. 50*, 1919, Parts IV, V, VI, and VII. Washington: Department of the Interior. Pp. 23, 74, 48, and 45.

<sup>3</sup> JAMES PRINNEY MUNROE, *The Human Factor in Education*. New York: Macmillan Co., 1920. Pp. ix+317. \$1.60.